



Report on the Meeting "Learning/Teaching/Training Activities" (LTTA) of the Erasmus+ Project: San Juan de Aznalfarache – Spain -19<sup>th</sup>-25<sup>th</sup> March 2017

**Key points:**

- All schools to share the presentations of progress from partner schools with their staff and students in order for them to be informed about what other schools are doing.
- All schools are to record all progress in their log on Twin Space once a month. Photos and videos should be uploaded to demonstrate progress, and interesting items added to the Project Journal. Links to all the work should be on Twin Space. <http://twinspace.etwinning.net/30462/home>
- Students' Workshops: they share presentations of their works, ideas and proposals for the final European Festival; they work in international groups and communicate in English language

	Present:  <u>ITCG F. Niccolini</u> : Alessandro Salvini, Simona Sacchini, Giovanni Mazzau, Nuccio Osso <u>Diòsdi EJA Iskola</u> : Monika Ludescher, Krisztina Gyöngyösi, Edina Barna, Noemi Zsolnai Hoffmann <u>ZPG"KlimentTimiryazev"</u> : Dina Kirilova <u>SkoalaGimnazialaSzacs vayImre Oradea</u> : Katalin Tunyogi, Gabriella Pásztor <u>26 Pimary School of Kallithea, Athens</u> : Margarita Papageorgiou, <u>IES SEVERO OCHOA</u> : José M. López Jimenez			
Item	Comments/discussion	Action needed	Person/s responsible	Deadline
<b>1. Meeting with Mayor</b>	On 20th March, in the morning, a meeting with the mayor of San Juan has taken place at San Juan Town Hall. The mayor outlined the importance of a European project in the town and presented the main developments in the area in the context of education.	Upload best photos onto Twin Space	<b>All partners</b>	April 2017
<b>2. Students Workshop(LTTA for students)</b>	The students of each school presented themselves, their town and a summary of activities about each country's product	Upload best photos onto Twin Space	<b>All partners</b>	April 2017

3. Implementation & Impact: Progress with project (Work with company of reference, work done with other stakeholders and students) (LTTA for teachers)

ITCG F. Niccolini	<p><u>December- January- February</u></p> <p><b>Disciplinary works: English- History:</b> Research on methods and tools for the harvesting of olives and production of oil in the past; reading and commentary of Italian and foreign authors' poems in which the olive tree and its fruit are celebrated (Pascoli, Garcia Lorca, Neruda); reading passages of the Odyssey: the blinding of the Cyclops Polyphemus with an olive pole, the nuptial bed of Odysseus and Penelope built in the branches of a centenary olive tree; myths such as "Athena and Poseidon" for the attribution of the role of patron of Athens; photographic dossier of the city and the school to be presented in Spain; research on representations of food in general and especially in the olive artworks over time and in different cultures; visit to the local Etruscan museum to trace the presence of the olive in the decoration of vessels, everyday objects, in sarcophagi and furniture come to light in archaeological excavations of Volterra from the period of its Etruscan foundation. Research and description of the most significant findings; reading of the elements that make up the emblem of the Italian Republic including the olive tree and their symbolic interpretation;</p> <p><b>Geography- Integrated Sciences (Chemistry, Biology):</b> learn about the plant, environmental and climatic conditions favorable to the cultivation of the olive/oil production, impact of climate changes on olive cultivation, varieties of plants, methods of cultivation, the main Tuscan cultivars, EVO organoleptic properties and conservation methods, Chemistry lab for the determination of oil acidity level in EVO; <b>Religion:</b> Research on functions using symbols and oil in the three monotheistic religions. <b>ICT:</b> Lessons for creating Power point presentations; Using Photoshop, Adobe Reader, Google Drive, upload Surveys on Google drive ... <b>English:</b> review of all the texts produced by the students in the various disciplines; support of students in presenting their work in view of the meeting in Spain. Translation of the speakers' reports at the seminar and articles concerning the event.</p> <p><b>Activities with stakeholders</b></p> <p>After the description of the company "Frantoio dei Colli Toscani" by its manager, the</p>	Upload presentation onto Twin Space	GIOVANNI	14 <sup>th</sup> April 2017
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	<p>activities went on with the experience of the olive harvest, the oil sensory analysis and the visit to the mill. Next, students have interviewed the sales manager, the interview was documented with report and video made entirely by students and the filling in of the company's ID card. In the coming months we will have again the Manager in the classroom who will illustrate the pruning work in the olive grove.</p>			
Diòsdi EJA Iskola	<p><b>DECEMBER-JANUARY-FEBRUARY</b></p> <p>The students from the final year(8th graders) have visited some secondary schools with agricultural profile to have more information on those high schools they would like to apply for. These schools were: Gundel Károly Catering and Agricultural Secondary School in Budapest, Kós Károly Agricultural Secondary School in Érd, Vörösmarty High School in Kápolnásnyék- having a special department for agriculture.</p> <p><b>Disciplinary work:</b></p> <p><b><u>Literacy-Geography</u></b>: Giving support to children writing a composition titled „My favourite apple type”. Frontal discussion about the ideal structure of compositions. The best compositions were read aloud to classes.</p> <p>„A magyar alma” (The Hungarian Apple) a one hour long documentary was shown to upper grade classes. (All students at the same time).</p> <p><a href="https://www.youtube.com/watch?v=Aq6sOVUexdc">https://www.youtube.com/watch?v=Aq6sOVUexdc</a></p> <p>The film was followed by a Hungarian grammar and literature lesson where students had to answer some comprehension questions. These were discussed with the teachers to provide full understanding.</p> <p>All lower grade classes read contemporary Hungarian poems about apples (by Éva Mentovics, Imre Csanádi and Sándor Kányádi). Students' activities involve learning the poems by heart, acting them to other classes and making illustrations to the poems. (crayon and pencil drawings)</p> <p><b><u>Science</u></b></p> <p>During Biology lessons students dealt with vitamins and minerals. They defined the amount</p>	Upload presentation onto Twin Space	Monika and Hungarian colleagues	14 <sup>th</sup> April 2017

	<p>of vitamins we need. (groupwork)They also investigated international rules for vitamins and analysed some food products and dietary supplements by their ingredients to see which are worth to consume.</p> <p>Lower grade classes discussed the food groups, talked about the food pyramid and then made posters on healthy eating. Supermarket brochures, drawings and real food packagings were used and reused to make these posters in bigger groups. (one student for one food group)</p> <p><b><u>English</u></b></p> <p>After visiting the expert of apple trees in November, students wrote and translated the interview into English on the 1st of December.</p> <p>Students were given help to make their presentations. They started preparing for the Spanish meeting, translated materials from Hungarian for Food in Art</p> <p><b><u>History-Religion-Art</u></b></p> <p>Religion: First and second grade students talked about the Garden of Eden, and Adam &amp; Eve’s fall. They depicted the Garden of Eden as they imagine it. (class work)</p> <p>The main programme in January was the logo competition. Each and every classes spent an art class on designing logos for the project. Students could work alone, in pairs or in groups of three. After having all logos, every class chose the best two. These two logos represented the class in the final compilation from which a jury chose the best logo (which is going to be introduced in Spain, in March.)</p> <p>Food in Art – Six classes were asked to investigate apple in Hungarian Art. Students had to form small groups to find masterpieces and introduce them to their peers. Students were provided with background information with the help of some cooperative techniques. Others were asked to find apple in the art of the partner countries. Posters and power point presentations were made as products of this session.</p> <p>Food in Modern Art – This handcrafting event was organised to brainstorm on what to do with apple. Do-it-yourself craft lessons gave students the opportunity to deploy their</p>			
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	<p>creativity. Some students worked individually while others worked in small groups. (Less talented pupils felt more confident in groupwork.)</p> <p><b><u>ICT</u></b></p> <p>Students were taught how to edit an article and how to use spelling and grammar check options. The article writing was needed after they had the task to write about their favourite apple type.</p> <p>How to design logos on computer? Introducing designing programmes. An expert-one of the students' parents showed students how a draft can become a 3D image. Students could try themselves in photoshop and succeeded in editing the final Logos for the project.</p> <p>During ICT classes students learnt how to fill in an online survey. At home they could help their parents reach the questionnaire prepared to the parents involved.</p> <p>The delegation of the Hungarian students were preparing for their Spanish journey. They made power point presentations and edited an article (both in Hungarian and in English) which is going to be published in the local newspaper.</p> <p><b><u>Activities with students of special needs</u></b></p> <p>Students with reading and/or writing disabilities were given extra help with their compositions. They recorded themselves and had an oral presentation instead of a written essay.</p> <p>Special needs students were also drawing project logos.</p> <p>Valentine – apple making project: Students with special needs had the chance to prepare their own Valentine – apple in small groups. The key point was on the colour of apples, green apples got a red heart in them while red apples got a green heart. These special apples were taken home to students' parents.</p> <p><b><u>Stakeholder</u></b></p> <p>Getting to know our stakeholder's main activities and making a presentation on them. Our stakeholder is the Hungarian Horticultural Propagation Material Non-Profit Ltd. Two 8th</p>			
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	<p>grade students compiled a presentation about the specialities from our stakeholder's gene bank. They shared information about the different types, their characteristics, their productivity and the ripening period.</p>			
ZPG"KlimentTimiryazev	<p>December- January- February</p> <p><b>Disciplinary works:</b></p> <p>The students continued their research on food and, in particular, on grapes and products made from it (in particular wine). The five wine regions in Bulgaria were explored and information about the wine cellars in our region - the Valley of the Struma River - was collected. An attractive map of the wine-growing in the region was developed. The process of wine growing and wine production has been explored. It was paid attention to the structure and shape of the grapes, the mechanical and chemical structure of its individual parts, and the benefits of grapes and the grape treatment /grape therapy/. Vine diseases and means of preventing them were examined. The similarity of some foods with human organs has been established and a discussion has been held about their benefits. The students sought the link between food and disease, as well as between food and health. Studies have been carried out in order to see the energy that some foods contain such as: grapes, tomato, apple, orange, honey, olive, fig, walnut, etc.. The training company, whose business was producing wine from grapes, continued its work as its members received their first practical lesson. The students participated in the pruning process of the school vineyard.</p> <p>Legends about grape and wine cultivation were collected and presented. Interesting information about St. Trifon Zarezan - patron of the vine-wineries was provided. Many instructional stories about wine and life and thoughts of famous people about wine were told. The students sought the vine as a symbol in the Bulgarian lifestyle, in the works of artists and poets. Physical experiments such as the density of water and wine and the suction of wine by artificially created vacuum were carried out.</p> <p>ICT – Lessons about different ways of searching for information on the Internet were given.</p>	<p>Upload presentation onto Twin Space</p>	<p>Dina &amp; Bulgarian colleagues</p>	<p>14<sup>th</sup> April 2017</p>

	<p>Advantages and disadvantages of various search engines were explained. Students were shown how to check for plagiarism. Techniques for creating a successful presentation were taught to the students. Students used Microsoft Office 365 and Google App to create online surveys and forms to gather information, to create graphic and video editor for the project activities.</p> <p>English - review of all the texts produced by the students in the various disciplines; support of students in presenting their work in view of the meeting in Spain.</p> <p><b>Activities with stakeholders:</b></p> <p>New wineries were added in the catalogue. A study was provided in order to know how the different varieties of wine Melnik55, ruby Melnik, Melnik 82 Melnik Jubilee 1300 and Sandanski Muscat were created. Conversation about "How to obtain licenses and to certify our own products?" was carried out. A discussion about consumption of wine and grapes as healthy food was conducted. An interview with the manager of the restaurant and the tavern of Hotel "St. Nicholas"/video documented by students/ was conducted.</p> <p>Connection with the Executive Agency on Vine and Wine (ИАЛВ) and research on how they control the compliance with the requirements of the Law on wines and alcoholic beverages regarding vines and grapes was done. An interview with Stoycho Stoev - Manager of Medi Valley Winery was conducted. The interview was documented with report which was done by the students.</p> <p>A conversation was conducted with exhibitors of organic food in the international exhibition Agra and Vinary 2017 - 25th February, 2017.</p>			
Skoala Gimnaziala Szacsvaylmre Oradea		Upload presentation onto Twin Space	<b>Gabriella &amp; Romanian colleagues</b>	14 <sup>th</sup> April 2017

<p><b>26 Pimary School of Kallithea, Athens</b></p>	<p><b>DECEMBER-JANUARY-FEBRUARY</b></p> <p>The students start exploring each of the partners’ product separately and make short reports on apple, olive oil, wine, honey, orange and rice, so as to compare and contrast their importance and usage in the past and today. Their findings show that all products still compose the essential elements of nutrition. Continuing their research on the Greek chosen product-Mastic-and its varied usage, explore the region where it is cultivated and harvested, the Aegean island of Chios, as well as the methods and tools used for harvesting over the past till now. Studying Food in Antiquity they come up with customs and traditions, cooking methods and recipes including all chosen products that are still alive regarding nutrition.</p> <p><b>DISCIPLINARY WORKS</b></p> <p><b>English-Literacy</b></p> <p>All research is being carried out in English for the ten and eleven year olds, with the help of the web sources and for younger ones in L1 and then translation from mother tongue, helps clarify the areas they cannot handle. They start preparing their presentations for Spain, each adding a small part/text until they are completed.</p> <p><b>History</b></p> <p>They were given the topic “Food in Ancient Greece-Rome and Byzance” and they started a research on the habits of the past, the kinds of food used on a daily basis in Antiquity, comparing their value back then and today. Their reports showed that the chosen partner products were and still are of exceptional nutritional value to man’s health as they compose the essentials of the food pyramid.</p> <p><b>Geography-Environmental Studies</b></p> <p>Younger students became familiar with the map of Greece, while the older ones located all partner countries on the map of Europe. With the help of their teachers used their knowledge in Geography, to understand why these trees exist there. Mastic grows only on</p>	<p>Upload presentation onto Twin Space</p>	<p><b>Maggie</b></p>	<p>14<sup>th</sup> April 2017</p>

	<p>the island of Chios on the North-Eastern part of Aegean Sea. Nowhere else can be found as such and its cultivation and harvesting is carried out in the well-known Mastic villages, on a specific area of the island. The aromatic resin in teardrop shape extracted from the tree trunks and used on a wide range of purposes are attributed to the climatic conditions, the wealth of the soil, the salty air of sea and the winds of the island.</p> <p>Environmental studies supported the students' research into the cultural aspect of mastic, as the Know-how of its cultivation was inscribed on Unesco's list of Intangible Cultural Heritage of humanity (2014)-a term unfamiliar to most of them before being involved in the project.</p> <p><b>Art-ICT-Literacy</b></p> <p><u>Logos</u>:As the project's logo competition had been scheduled for January, all classes worked in pairs or in groups, drawing and designing various logos, choosing finally the best three, where with the help of technology they were shown by their teacher, how an idea put and painted in paper can be transformed electronically.</p> <p><u>Food in the Art</u>: The two final classes in our primary (11 and 12 year olds) were asked to make a research on food and how it has been presented in various forms of Art throughout the centuries.</p> <p>Whether it be paintings, poems or traditional folk songs, they came up with all sorts of works, others on products chosen by the partner countries, others on mastic. One group presented paintings by famous artists on dead nature to the others, the most talented even produced small reproductions of well-known pieces of Art, some learned and presented folk dances coming from the island of Chios, while they younger ones found poems on every single product chosen by the partners and made a drawing next to it. The older ones came up with literature on food such as fairy tales and more specifically written on mastic. From there on, they started reading a book on Mastic and its secrets, which was made into a screenplay by their Drama teacher and is now to be presented as a theatrical performance, part of which-( the opening scene )- was prepared in Spanish for our mobility to Seville.</p> <p><b>ICT</b></p>			
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	<p>As the students are quite young, first lessons included ways of surfing the net for information, advantages and disadvantages of search engines and then, while using Microsoft Word, they learned how to <u>edit an article</u> using spelling and grammar options. <u>Filling the online survey</u> was quite a task for them as the students were quite a lot in comparison with our limited technological equipment but in the end, they really enjoyed the ease the questionnaires had- instead of using pen and paper-which was something that had to be done for their parents at home.</p> <p><u>E-journal</u>: The students of the fourth grade (9-10 year olds) created with the help of their teachers an electronic newspaper, with photos, articles and recipes on Mastic, updated on an on-going basis.</p> <p><b>Activities with students with learning difficulties</b></p> <p>The students with reading/writing difficulties along with those with ADHD ( Attention deficit and hyperactivity disorder ) are involved orally when necessary, with more convenience when a task is carried out on a computer but they gladly participate in the arts and crafts workshops, out of which they derive maximum pleasure.</p> <p><b>Activities with Stakeholders</b></p> <p>Getting to know what the term means, who our stakeholders are, what we can learn from them as well as how they are involved with us and our project.</p> <p><u>First Stakeholder: Association of Chios Mastic producers.</u></p> <p>As everything around mastic is well kept and preserved on the island of Chios, the same applies for the factories and the main production line, so the meeting with them and the tour around their plant is going to take place at the end of May, with students travelling to Chios for a hands-on-experience.</p> <p><u>Second Stakeholder: Centre of Environmental Education of Chios</u></p> <p>The representative of the environmental centre, visited the school in February and acquainted the students with all sorts of information regarding Mastic. Sharing knowledge</p>			
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	<p>through videos, power point presentations and drama plays, he covered all aspects- scientific, cultural and economic, preparing them for the programme they are going to participate, on the three day visit on the island.</p> <p><u>Third Stakeholder: Harokopeio University of Athens-Department of Health Science and Nutrition</u></p> <p>At the beginning of the project they gave us valuable information and material on Nutrition (games, ideas for workshops on the daily food and vitamin intake).In Spring, they presented the food pyramid to all students involved and focused their presentation on the wide range of the mastic qualities.</p> <p>They also helped in creating a questionnaire to be filled in on a weekly basis, containing info on their nutritional habits-before and during the project.</p>			
<p><b>IES SEVERO OCHOA</b></p>	<p>December- January- February</p> <p><b>Disciplinary works:</b></p> <p><b>History.</b></p> <p>Students studied the origins of rice in the south of Spain. They studied how the marshland, which was an inhospitable space that was the focal point for some diseases like malaria, was transformed into rice fields. As added value, the use of sluice gates in rice fields as a system to avoid natural disasters in Aznalcóllar (miners town in Sevilla) was also under research.</p> <p>Origins of oranges in Andalusia, a fruit which originally came from Asia and was introduced in the Iberian Peninsula by the Arabs in the eighth century. Original reasons for the introduction of oranges in Spain: ornamental and therapeutic. Further uses: meals seasoning and metals cleaner.</p> <p><b>Physical education.</b></p> <p>Fostering the consumption of oranges: there has been a healthy-breakfast campaign in our school so that students could have a glass of natural orange juice a day as part of their daily diet. Orange juice was added to our school cafeteria's menu at a very low price (30 cents</p>	<p>Upload presentation onto Twin Space.</p>	<p><b>José &amp; Spanish colleagues</b></p>	<p>14<sup>th</sup> April 2017</p>

	<p>per glass)</p> <p><b>Biology.</b> Work on the nutritious values of oranges. Comparison between organic growing and traditional growing: soil preparation for planting and sowing, maintenance without chemicals, usage of organic material as compost.</p> <p><b>Art.</b> Research and exhibition on the different works of art which include oranges as part of their composition. Study on the different artist's biographies and their specific relation to oranges in their respective paintings. Logos: students created logos to take part in the project's logo contest as part of the activities for the meeting in San Juan de Aznalfarache</p> <p><b>English and Literature.</b> Translations into English of poems and songs (Rafael Azcona, Antonio Machado...) which have the orange as their main subject. Exhibition in the main hall of our school.</p> <p><b>Economy.</b> Research on oranges exports, economic value, and trading by Seville companies in the last two years 2015-2016</p> <p><b>Activities with students with special education needs.</b> These students are in groups specially designed for them to overcome their learning difficulties. One of the groups, with 8 students (4º PMAR) were specifically trained to prepare and give an easy power point presentation of the origins of rice in Spain for our meeting in San Juan de Aznalfarache. It was made with easy vocabulary and syntax and the English teacher of the group paid special attention to this activity, helping them with the pronunciation and memorizing of the sentences they created for it. Another group of seven students (FP Básica- Basic Professional Training) were taught manual activities for the preparation, sowing and care of agriculture products in our school yard, using the tools we have for this purpose. These students get more motivation with active activities that do not imply a lot of academic work. After the active work, the students are more eager to learn,</p>			
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	<p>read or write about what they have done.</p> <p><b>Activities with stakeholders.</b>  Manager of “Naranjas del Guadalquivir”. Presentation of the stakeholder’s activities. Explanation of organic agriculture as the easiest and healthiest way to get products from nature. Usage of natural elements to combat plagues, like using ladybirds to combat greenflies. Profits of having animals like horses and hens in the orchard since their excrements are used as natural fertilizers (guano). Bats as natural fertilizers. Process of packing their products to send them to their customers. Organic oranges from “Naranjas del Guadalquivir” are delivered every two weeks to teachers and parents to foster oranges consumption.</p> <p>he rest of our stakeholders helped us mount the stand for the meeting in San Juan with their varieties of products made with oranges and rice:  <u>Bendita luz</u>. Creams and cosmetic products made with orange scent  <u>Aceites Basilippo</u>. Oils marinated with oranges.  <u>Huerta Montelirio</u>. Orange tea, orange jam and orange candies.  <u>Bodegas Góngora</u>. Orange wine.  <u>Arrocerías Herba</u>. All types of rice. They prepared a visit to their rice production factory in order to see the process rice undergoes from its recollection to their final packing ready to sell to retailers.</p>			
<b>4. Reports on areas of Responsibility</b>				
ITCG Niccolini – Italy  ► Communication and dissemination through media	<b>Laboratory led by Alessandro</b> Under the guidance of Alessandro, some activities were carried out to improve the		Alessandro	

<p>► Surveys</p>	<p>partners' safety when engaged in the following digital operations:</p> <ul style="list-style-type: none"> <li>- how to fill in the M-Tool form.</li> <li>- updating the "public" pages of TwinSpace, Project Journal</li> <li>- suggestions for putting into the TwinSpace platform a link to your school's website.</li> <li>- how to make use of a webinar through eTwinning Live</li> <li>- how to upload contents and materials onto the various forms.</li> <li>- instructions for uploading the contents for the creation of the Handbook in digital format: each partner is to progressively rename the individual files (pointing out in which sequence they want the contents of their own texts) and the indication of their own nationality, all this to provide the right information for the Romanian school that has the task of filling in the whole Handbook. Eg ITA_01_the harvest of olives; ITA_02_visiting the museum; ...</li> </ul> <p>Nuccio&amp; Simona comment the results of the surveys of all partner schools (see file and graphs of the data on TwinSpace)</p>	<p>To be uploaded onto Twin Space</p>	<p><b>Nuccio and Simona</b></p>	<p>Mid April 2017</p>
<p><b>ZPG"KlimentTimiryazev</b></p> <p>► Certifications of competences</p>	<p>The Bulgarian school presents a summary about the certifications proposed by High and Primary Schools. The partners approve the model (see the files on TwinSpace)</p>	<p>To be uploaded onto Twin Space</p>	<p><b>Dina and Bulgarian colleagues</b></p>	<p>End May 2017</p>
<p><b>Diòsdi EJA Iskola</b></p> <p>► Evaluation of all aspects of the project</p> <p>► Improvement 5% students; 10% teachers</p>	<p>The Hungarian school proposes specific instruments to evaluate the different aspects of the project. The model is uploaded onto TwinSpace (see the file on TwinSpace)</p> <p>The Hungarian school makes proposals <u>about what to consider</u> evaluating students and teachers' improvement. The model is uploaded onto TwinSpace (see the files on TwinSpace)</p>		<p><b>Monika and Hungarian colleagues</b></p>	<p>End April 2017</p>
<p><b>Skoala Gimnaziala Szacs vaylmre Oradea</b></p>		<p>To be uploaded onto Twin Space</p>	<p><b>Gabriella and Romanian</b></p>	<p>End May 2017</p>

<p>▶ Handbook of all Food products</p> <p>▶ Activities and Metodologies for individual, group and school needs</p>	<p>The partners decide to realize the Handbook in digital format; all the schools are free to realize it in print in mother tongue.</p> <p>The Romanian, having collected data, number of students with social, economic disadvantages, disabilities for each school, write a summary about.</p> <p>Situation of ITCG “Niccolini”:</p> <p>ITCG Niccolini, Volterra - Erasmus +</p> <p>Here are the numbers for students with:</p> <ul style="list-style-type: none"> <li>• difficulties in learning and poor school performance: 17</li> <li>• economic difficulties: 2</li> <li>• Family and social difficulties: 2</li> <li>• Disabled persons: 2</li> </ul> <p><b>Activities carried out by the support teacher with an autistic student:</b> the student has difficulties of language articulation, is obsessed with order and routine, (any changes must be set and prepared in due time), the best way to communicate with him is through AAC (Augmentative and Alternative Communication), with the use of PECS (Picture Exchange Communication System) downloaded from the Internet, photographs, videos, or writing in his notebook combining images corresponding to the words. The student participates in all of the class group activities, he takes part in meetings with experts, field trips, experiences in the Chemistry lab for the analysis of oil acidity. The teacher prepares cards with plasticised images of the partner nations and the food product chosen by each, the topics of some subjects (Science, Chemistry ...), produces short videos about the outings and experiences in the labs.</p> <p>The student indicates: the participating countries and matches them with the corresponding fruit, puts in</p>		colleagues	
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	<p>sequence the photos about the school outing to the mill, indicates the paths of the healthy and sick olive (the one hit by the fly), he answers questions with the help of plasticized images that he puts in sequence. (see the material used and produced on the Folder “Best practices”)</p> <p><b><u>Situation of Diosd School:</u></b></p> <p><b>Activities with special needs students</b></p> <p>Each class in our school has special needs students, who are being integrated in the normal education. Each week the special needs students have a meeting with their mentor teacher developing their skills.</p> <p>The students, with the help of one of our teachers created a set of cards having used the model DOBBLE. The younger students were drawing the pictures, the older ones were searching for maps, pictures on the internet to use for the game. Then they created the set on paper. Another group was creating the same set online.</p> <p>The special needs students with this game could develop their skills. They also could encounter many information about the project itself-main food products, geographical data about the partners etc.</p> <p><b><u>Situation of 26 Primary school of Kallithea-Athens:</u></b></p> <p><b>Activities with students with learning difficulties</b></p> <p>Each class in the school has a small number of students with special needs or with special learning difficulties. They are intergraded in the normal teaching but at the same time they are given extra lessons by their mentor teacher, who puts special emphasis on the particular skills they face difficulty. Regarding the project they are asked to participate in any activity they are comfortable with, such as the cooking workshop over Christmas and the art work of the logo competition.</p> <p>The students with reading/writing difficulties along with those with ADHD ( Attention deficit and hyperactivity disorder ) are involved orally when necessary, with more convenience when a task is carried out on a computer but they gladly participate in the arts and crafts workshops, out of which they derive maximum pleasure.</p>			
26 Primary School	<b>Handbook of Good Practices:</b>			End May

<p><b>of Kallithea, Athens</b></p> <ul style="list-style-type: none"> <li>▶ Handbook of good teaching practices</li> <li>▶ Monthly Diary</li> <li>▶ Dissemination activities: monitoring</li> </ul>	<p>During the second mobility in Seville, Spain we talked about the good teaching practices that we had exchanged over the past months. Some focus on <b>Literacy</b> as they practice the reading skills of students both in L1 and then in L2. An example by the Greek school was a guided research on Food in Literature by our youngest students involved in the project and their teacher, where they collected poems, tales and proverbs on each of the products chosen by the partners. Then <b>Geography</b> helped them with the use of maps and the internet to spot every country involved on the map and pin the particular product on it. A small <u>handbook</u> was created, unfolding in every page, a map of the country with its flag and its particular product, a poem and a proverb about it, illustrated by drawings accordingly and all this was transformed into a power point presentation.</p> <p>Another good teaching practice focusing on <b>ICT</b>, that the students particularly enjoyed, was the creation of an <u>electronic journal</u>, with articles informing the reader about the Mastic and its use and value, cooking recipes, photos and videos updated on an ongoing basis –a valuable tool that can also be used in live chat with students from the partner countries in Twinspace.</p> <p>The idea of keeping a <u>written weekly diary</u> with dietary habits came by the <b>Physical Education</b> teacher and materialised in three stages: <u>before</u> being informed about the various aspects of the project, <u>while</u> they were attending talks on healthy nutrition and <u>after</u> they had learned about vitamins, minerals and the value of certain foods. The diary was very helpful in that it created conscious consumers (they even brought their fruit in class on a daily basis), helped them avoid harmful snacks and built up confidence.</p> <p>The Hungarian students and teachers came up with a very original game practising concentration skills <u>the Dobble game</u>. The students, with the help of one of our teachers created a set of cards having used the model DOBBLE. The younger students were drawing the pictures, the older ones were searching for maps, pictures on the internet to use for the game. Then they created the set on paper. Another group created the same set online. The game helps develop their skills as by playing it they encounter information about the project itself, the main food products, geographical data about the partners etc.</p> <p><b>Monthly Diary</b></p>	<p>To be uploaded to Twin Space</p>	<p><b>Maggie and Greek colleagues</b></p>	<p>2017</p>
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	<p>Each school follows the initial scheduled activities planned during the first meeting, adds new ones such as various workshops and meetings with stakeholders, visits in the fields /olive/orange groves/wineries and reports on them so far, uploading their work on Twinspace.</p> <p><b>Dissemination activities</b></p> <p>All partners dissemination activities have been carried out as described and documented in twinspace.</p> <p>The Greek partnership have been met with two of their stakeholders who familiarized the students on their part with the various aspects of their area of interest.(Centre of Environmental Education of Chios island-with information on all the stages of cultivation and harvest of the Mastic and the Dietician Department of Health and Nutrition of the University of Athens.) What remains to be done is a most important meeting with the key stakeholders-The Association of Mastic Producers, on the island of Chios with the students. The local press is going to cover this meeting and then the school will publish a report with photos of the students visit and present it to the parents association, the mayor and the local education authorities towards the end of the school year.</p> <p><u><a href="#">Dissemination ITCG Niccolini</a></u></p> <p>So far the dissemination activities have been carried out with the key stakeholder who accompanies students with continuous and profitable information on the cultivation of olive trees and especially on the Evo GPI defense; contacts with the local Press that has also published articles submitted by students; with different speakers for the seminar organization in which fundamental themes of the project were developed; the historical- cultural aspect, the recognition of quality certification, marketing for Evo, social farming; with the director of the Etruscan Museum who welcomed students for a guided lecture; with the CRV Foundation which has made the Study Centre available to host the seminar and has organized two courses for oil sommelier.</p>			
IES SEVERO OCHOA		To be uploaded	José and	End April

<p>► Impact and Sustainability (collaboration with stakeholders, associations, press seminars, interviews...)</p>	<p><b>Work done with stakeholders</b></p> <p><b>Italy</b>  Company” Frantoio dei Colli Toscani”: the olive harvest, the oil sensory analysis and the visit to the mill. Interview with sales manager documented with report and video made by students In the coming months the manager will illustrate the pruning work in the olive grove.</p> <p><b>Hungary</b>  Horticultural Propagation Material Non-Profit Ltd. Getting to know their stakeholder’s main activities and making a presentation on them. Presentation about the specialities from their stakeholder’s gene bank. They shared information about the different types, their characteristics, their productivity and the ripening period.</p> <p><b>Bulgaria</b>  A study was provided in order to know how the different varieties of wine Melnik 55, ruby Melnik, Melnik 82 Melnik Jubilee 1300 and Sandanski Muscat were created. Conversation about "How to obtain licenses and to certify our own products?". A discussion about consumption of wine and grapes as healthy food. An interview with the manager of the restaurant and the tavern of Hotel "St. Nicholas. Connection with the Executive Agency on Vine and Wine (ИАЛВ) and research on how they control the compliance with the requirements of the Law on wines and alcoholic beverages. Interview with Stoycho Stoev - Manager of Medi Valley Winery,documented with report by the students. Conversation with exhibitors of organic food in the international exhibition Agra and Vinary 2017 - 25th February, 2017.</p> <p><b>Greece</b>  Association of Chios Mastic producers, meeting in May.  Centre of Environmental Education of Chios introduction of mastic through videos, power point presentations and drama plays, covering all aspects-scientific, cultural and economic, preparing students for the programme they are going to participate, on the three day visit on the islandof Chios</p>	<p>onto Twin Space</p>	<p>Spanish colleagues</p>	<p>2017</p>
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	<p>Harokopeio University of Athens-Department of Health Science and Nutrition: information and material on nutrition on the daily food and vitamin intake. Presentation of the food pyramid to all students involved, focusing on the wide range of the mastic qualities.</p> <p><b>Spain</b></p> <p>“Naranjas del Guadalquivir”. Explanation of organic agriculture as the easiest and healthiest way to get products from nature. Usage of natural elements to combat plagues, like using ladybirds to combat greenflies. Profits of having animals like horses and hens in the orchard since their excrements are used as natural fertilizers (guano). Bats as natural fertilizers. Process of packing their products to send them to their customers.</p> <p>Stands for the meeting in San Juan with varieties of products made with oranges and rice: <u>Bendita luz</u>. Creams and cosmetic products made with orange scent</p> <p><u>Aceites Basilippo</u>. Oils marinated with oranges.</p> <p><u>Huerta Montelirio</u>. Orange tea, orange jam and orange candies.</p> <p><u>Bodegas Góngora</u>. Orange wine.</p> <p><u>Arrocerías Herba</u>. All types of rice. They prepared a visit to their rice production factory in order to see the process rice undergoes from its recollection to their final packing ready to sell to retailers.</p>			
<p>5. STUDENTS’ ROUND TABLE</p>	<p>Round Table held in San Juan de Aznalfarache on the 24th March. All the students coming from the different countries met at the school library to prepare the final product in Bulgaria. They proposed the following:</p> <p>1. Prizes to be awarded:</p> <ul style="list-style-type: none"> <li>● Best promotional campaign (information, marketing, communication channels used, etc.)</li> </ul>		<p>José and Spanish colleagues</p>	

	<ul style="list-style-type: none"> <li>●Best product label (design, information, creativity,...)</li> <li>●Best booth/stand at the fair. (stand design, performance, tasting samples...)</li> <li>●Best accessibility to the product. (availability of the product purchase -in markets or online- and its elaboration)</li> <li>●Best organization and team work.</li> <li>●Best product according to health standards.</li> </ul> <p>2. Presentation of the product to the jury. All products should have a stand in the final meeting in Bulgaria with posters, leaflets of the product and samples for tasting. All the information can be provided via a website. Videos can be included, but not longer than five minutes.</p> <p>Members of the team should present their products smartly dressed.</p> <p>The booth should include pictures of the country it belongs to, typical places, typical traditional costumes.</p> <p>Every country should perform a little show with typical songs, dances, etc to attract the attention of the participants.</p> <p>3. Sale of the product. The product should be ready to sell, not to be cooked live. Each country could make a video of the elaboration process of the product. Apart from the samples to offer for tasting, there should be enough for sale.</p> <p>4. Tasting. There should be enough samples for every participant.</p> <p>5. Everything has to be well prepared in advance so that each country can inform the organizing school in Sandaski about the necessary equipment for the structure of the product exhibition, such as tables, electronic devices, banners, etc.).</p> <p>6. Labelling. All product labels should include the following information.</p> <ul style="list-style-type: none"> <li>●Name of the product.</li> </ul>			
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	<ul style="list-style-type: none"> <li>●Ingredients included in percentages.</li> <li>●Nutritional information. (energetic value and nutritional composition)</li> <li>●Warning of possible allergens for people with allergies.</li> <li>●Net weight.</li> <li>●Manufacture and expiring date.</li> <li>●Preservation conditions and usage</li> <li>●Quality</li> <li>●Certifications (if any)</li> </ul> <p>7. Communication media to be used: websites, social networks, press and leaflets.</p>			
6. LAB ON USE OF MOBILITY TOOL/TWIN SPACE			Alessandro	
7. Fix dates, venue and aims for next meeting	<p>Second year of the project: <b><u>completion of research on the product; promotional campaign for the European Festival of the Food</u></b></p> <p>In addition to those indicated above, <b><u>the ITCG Niccolini for the second year envisages:</u></b></p> <p><b>Implementation activities:</b> study in depth for the recognition of quality certifications: PGI, PDO; mapping of local and regional agricultural activities; problems related to the market.</p> <p><b>Social Agriculture:</b> this part has been assumed for next year along with the activities related to the creation of the advertising campaign. As for social agriculture it will include meetings, visits and lectures on the activities and services provided by agricultural enterprises and cooperatives that operate not only for food production but also offer services for the disadvantaged, or in need of psychological therapies and therapeutic services with the use of animals and cultivation of plants (assistance to young children with disabilities, lonely elderly people ...); in particular we will get in touch with a local company involved in social farming for a visit of the students in order to gain experience on how people with mental and physical disabilities, ex-prisoners, ex-drug addicts are</p>			

	<p>integrated into agricultural activities and their chances of recovery. Upcoming collaborations: Consorzio dell'Olio Extra Vergine di Oliva, Chamber of Commerce, the local government and neighboring municipalities for "The Social gardens". The contacts will be taken in the months of April-May for a first draft of the activities and experiences that will be carried out in the early months of next school year.</p> <p><b>Dissemination-</b> collaborations with Consorzio Olio Toscano, Coldiretti of Pisa and Livorno will be undertaken; with local farms that practise green and social agriculture; with the Chamber of Commerce for the agricultural products market.</p> <p><b>Impact:</b> contacts with the local administration, mills, bakeries, the stakeholder Mr Guarguaglini, ATI Sale, the Vocational School for Tourism and Catering to put into the market the "<i>schacciata Volterrana</i>" (roughly a kind of white flatbread pizza), a PDO product that unifies oil, flour and salt as quality products.</p> <p><b>26 Primary school of Kallithea: Second year's expectations</b></p> <p>Next year's culminating event "the European Food Festival" and its promotional campaign will be the main area to place responsibility, following the suggestions and recommendations put together in the round table in Seville and also based on the knowledge and experience gained during the school's visit to Chios, where we expect to gather valuable information and have our first hands-on-experience with our chosen product.</p> <p><b>Transnational project meeting in Romania – Oradea: the fixed dates: 21-25 October 2017</b></p>			
Any Other business	<ul style="list-style-type: none"> <li>All schools need to fill in their own intermediate report at the end of the first year of the project : dates will be fixed by each national agency</li> </ul>	Townhall	All partners	2017 National agency deadline

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## Visits and Activities

1. Official reception at Town Hall of San Juan
2. Official welcome at school IES Severo Ochoa by the headmistress, students and teachers
3. Guided visit in the Rice production Factory “Arrozso”
4. Guided tour to Alcázar, Barrio de Santa Cruz and Plaza de España in Sevilla
5. Visit to Naranjas del Guadalquivir Orange Farm
6. LOGO VOTING
7. Students Workshop: Summary of activities about each country's selected product
8. Students Workshop: Round Table
9. Students chemistry Workshop: How to make oranges soap and air fresheners
10. Students’ interview made by themselves on poems in Spanish (videos)
11. CULTURES FAIR and Erasmus Picture exhibition